

Sweet Home School District: Annual Professional Performance Review

Teacher Name:

Domain: Instructional Delivery

Year/Cycle:

Big Ideas:

- Teaching is not equivalent to talking and understanding is not equivalent to remembering.
- Teachers foster deep understanding by designing opportunities for critical thinking around critical content.
- Students learning is directly related to the quality of the work they are asked to produce.
- An effective teacher adjusts instruction to meet the needs of her student

APPR	Instructional Standards	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Instructional Delivery	Power Standard 4: Instructional delivery is organized, properly paced and focused upon key learning objectives.	<ul style="list-style-type: none"> • Exhibits enthusiasm for the content being taught. • Teaches to the objective (teacher actions are congruent to the objective.) • Makes smooth transitions. • Demonstrates routines for handling materials. • Provides clear, thorough directions for tasks. Provides models for activities. • Organizes and presents new information in a logical coherent manner. • Allows for proper wait time during questioning. • Utilizes an anticipatory set and links it to the objective and lesson activities. • Models/ utilizes "think alouds" of new skills and procedures expected of students. • Provides closure for objective/ lesson. • Varies student groupings (individual, pairs, small group, whole group) to facilitate student learning. • Allows adequate time for active student processing of information. 	<ul style="list-style-type: none"> • Questions posed demonstrate evidence of thoughtful planning. • Poses a variety of open-ended questions to provoke student thinking. • Uses advance/graphic organizers to facilitate construction of student meaning. • Probes beyond students' incorrect responses or lack of response. • Teaches strategies to cue and preview important information. • Promotes thoughtful classroom discussion that fosters active student participation and engagement with each other. 	<ul style="list-style-type: none"> • Stimulates thoughtful student reflection through discussion and is able to redirect responses and follow up using student input. • Skillfully takes advantage of spontaneous "teachable moments" to foster rich dialogue and learning. • Utilizes cooperative learning strategies and structures that adhere to the principles of individual accountability, positive interdependence, and simultaneous interaction. • Establishes clear criteria for participation and engagement in student-led classroom discussions.
	Power Standard 5: Ensures active student participation and adjusts teaching by monitoring overt indicators of student learning	<ul style="list-style-type: none"> • Involves students in learning activities. Plans work that allows for consistent student cognitive engagement. • Uses a variety of ways to engage students in classroom tasks. • Utilizes strategies to elicit overt responses from each student to monitor understanding and adjust teaching. • Monitors the room and works as a facilitator. • Uses simple cooperative structures to facilitate student interaction and collaboration within lessons. 	<ul style="list-style-type: none"> • Designs activities that require students to self-assess and evaluate their own performance. • Interprets student responses and makes necessary adjustments to lessons, activities and assessments. • Appropriately uses tools and strategies to engage students and check their understanding at the targeted depth of thought. 	<ul style="list-style-type: none"> • Identifies critical points to formatively assess/ check understanding in lesson design. Designs thoughtful prompts to elicit responses from each student to those points.

Sweet Home School District: Annual Professional Performance Review

APPR	Instructional Standards	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Instructional Delivery	Power Standard 6: Creates meaningful tasks that authentically engage students in high quality learning.	<ul style="list-style-type: none"> Creates learning tasks that are congruent to NYS core curricula and content standards. Establishes and shares clear standards for student work. Uses technology as a tool. Creates activities that result in the student use of knowledge to create individual products and/or performances. Scoring rubrics and performance standards are made public (presented to students and parents.) Displays student work within the classroom. 	<ul style="list-style-type: none"> Provides opportunities for feedback and revision in advance of the final evaluation. Work results in the creation of a meaningful product or performance tying into the interests/ experiences of students. Deliberately seeks to include greater novelty/variety for less intrinsically engaging content. Infuses unit designs with the use of technology to heighten student motivation and deepen student engagement. Provides student choice when appropriate for student product or decision to work individually or with others. Models of excellent work are regularly provided for students to inform and guide performance. 	<ul style="list-style-type: none"> Units of study are consistently anchored by performance tasks. Student products and /or performances are authentic and require students to demonstrate their understanding of "big ideas." Establishes an audience beyond the class/ teacher for student product and performance when appropriate.
	Power Standard 7: Fosters student understanding by utilizing higher order questioning and tasks that engage students in critical reasoning processes.	<ul style="list-style-type: none"> Plans and uses questions that reflect the full range of Bloom's Taxonomy. (knowledge, comprehension, application, analysis and synthesis.) Incorporates the use of non-linguistic representations to help students construct meaning. Utilizes provisional writing as an engagement. Utilizes strategies requiring student identification of similarities and differences (ie. comparing, classifying, analogies) 	<ul style="list-style-type: none"> Poses open-ended questions that encourage divergent thinking exploring the facets of understanding (Explanation, interpretation, empathy, application, perspective and self-knowledge.) Designs lessons to extend student understanding using strategies such as summarizing, abstraction, induction/deduction, metaphors, constructing support, analyzing perspectives. Uses extended writing as a means to deepen student engagement and thought. 	<ul style="list-style-type: none"> Student understanding of the "big ideas" is assessed through complex performance tasks. Designs activities that require students to rethink and revise what they thought they already knew. Utilizes strategies for students to put knowledge to meaningful use in complex situations (ie. historical investigation, invention, problem solving, decision-making)

Sweet Home School District: Annual Professional Performance Review

- *The teacher's role is to "uncover" the big ideas contained in content standards and to ensure they are understood, not to provide fun activities or cover a textbook's content.*
- *The primary goal of assessment is to improve student performance not just to measure and report it. Grading is itself insufficient to serve as feedback.*
- *The teacher's work before instruction is as important if not more important than the actual instruction itself.*
- *Effective teachers plan units then plan lesson*

APPR	Instructional Standards	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Content Knowledge	<i>Power Standard 1: Has deep understanding of course/subject content and diverse resources to deliver it.</i>	<ul style="list-style-type: none"> • Demonstrates knowledge of the discipline. • Accurately conveys important fundamental information and skill related to the course/discipline. • Makes connections between content and other parts of the discipline. 	<ul style="list-style-type: none"> • Able to unpack key knowledge and skill from the NYS Core Curriculum and content standards. • Identifies valid generalizations reflective of deep understanding of course/grade level and unit/theme. • Establishes "essential questions" that frame the unit and engage students in understanding of big ideas. • Makes content connections with other disciplines. • Appropriately matches "best practices" of the knowledge to be instructed. • Uses a variety of texts, visuals, manipulatives and technology as instructional resources. • Selects appropriate resources to meet diverse student needs. 	<ul style="list-style-type: none"> • Anticipates student misunderstandings and designs instructional strategies to overcome them. • Makes unique connections and insights indicative of deep understanding.
Preparation	<i>Power Standard 2: Consistently plans lessons and units based upon important principles of learning and understanding.</i>	<ul style="list-style-type: none"> • Shows evidence of planning. • Establishes clear goals for learning. Identifies lesson objectives at the correct level of difficulty. • Distinguishes between declarative/ procedural knowledge and plans appropriate learning activities. • Designs instruction using the Principles of Learning (anticipatory set, motivation, modeling, active engagement, closure.) • Designs lessons that show a connection to the NYS Core Curriculum and Standards. • Designs lessons with appropriate content and pacing. 	<ul style="list-style-type: none"> • Utilizes a backwards design process to design units of study that include: <ul style="list-style-type: none"> ○ "Unpacked" NYS Standards/ Performance Indicators that guide content and assessment. ○ "Essential questions" that engage students in understanding of "big ideas." ○ Essential knowledge and skill. ○ Formative and summative assessments • Recognizes the constructivist nature of learning in unit and lesson designs. Plans for the appropriate use of learning tools and strategies that help students <ul style="list-style-type: none"> ○ Construct meaning, organize information, store information, ○ Construct models, and shape their understanding. ○ Plans for the appropriate use of learning tools and strategies that help students extend and refine knowledge and use knowledge in meaningful ways. 	<ul style="list-style-type: none"> • Plans lessons using performance task activities where appropriate. • Units are recursive allowing students to revisit and rethink important ideas to deepen understanding.
Student Assessment	<i>Power Standard 3: Utilizes multiple instruments providing sufficient evidence and opportunities for students to demonstrate proficiency.</i>	<ul style="list-style-type: none"> • Establishes clear learning goals. • Constructs and utilizes checks of understanding that elicit overt student responses during the learning process allowing teachers to monitor and adjust instruction. • Provides students with specific, valid and timely feedback in order to improve student improve performance. • Assesses work against clearly communicated criteria that have been shared with the students • Establishes an equitable student grading system based on multiple instruments/ assessments. 	<ul style="list-style-type: none"> • Adjusts planning and lesson design based upon assessment of student understanding. • Provides extra assistance and additional opportunities for students to demonstrate proficiency. • Uses appropriate formats to match assessment items with content at appropriate levels of thought/understanding. • Designs, administers and analyzes data from formative and summative assessment to guide planning, instruction and intervention. • Teachers include students in the design of assessment criteria and performance descriptors. (ie. Rubrics) • Students use the rubrics as a basis of self /peer review. 	<ul style="list-style-type: none"> • Student understanding of the "big ideas" is assessed through complex performance tasks. • Establishes congruence between and among assessment, curriculum and instruction. • Uses the results of assessment to gauge student understanding, diagnose deficiencies and plan and coordinate specific interventions for individuals and groups.

Sweet Home School District: Annual Professional Performance Review

Category Three: Student Management

Year/ Cycle:

Big Ideas:

- There's more to teaching students than teaching content.
- Students can never learn anymore than we expect they can.
- The teacher adjusts to the student rather than the students adjusting to the teacher

APPR	Instructional Standards	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Classroom Management	Power Standard 8: Builds Positive attitudes and perceptions among students that facilitates learning and helps students become self-regulated.	<ul style="list-style-type: none"> Establishes clear expectations for behavior. Creates procedures for common classroom tasks (entering the room, getting to work, make-up for absence, coming to attention, working cooperatively, passing in papers, responding to emergencies, following directions) Rehearses and practices classroom procedures until they become routine or habit. Establishes positive relationships with students. Engages in equitable /positive classroom behavior. Uses a variety of ways to engage students in classroom tasks. Demonstrates the belief that student discipline is about teaching/shaping proper behavior rather than punishing students. Establishes a relationship with each student in the class. 	<ul style="list-style-type: none"> Uses materials that facilitate appropriately rigorous classwork- challenging yet capable of being completed. Responds appropriately to students' incorrect responses or lack of response. Responds to student feedback. Can anticipate and prevent problems before they occur. Plans for teaching of responsibility and self-directed behavior. Establishes a sense of academic trust. Anticipates student mood and reaction and avoids behaviors that create or escalate inappropriate student behavior. 	
Classroom Management	Power Standard 9: Clearly communicates expectations for student learning and performance and provides meaningful feedback.	<ul style="list-style-type: none"> Provides timely feedback to students. Establishes and communicates clear goals for learning. Establishes and communicates criteria for successful student performance. Provides clear directions and models for completing classroom tasks. Provides specific feedback against established standards for performance. 	<ul style="list-style-type: none"> Utilizes scoring rubrics with well-established criteria to guide performance, provide feedback and evaluate work. Models of excellent work are regularly provided to students. 	<ul style="list-style-type: none"> Facilitates the regular, constructive use of peer review and self-assessment.
Student Development	Power Standard 10: Differentiates instructional practices based upon an understanding of student development and diversity.	<ul style="list-style-type: none"> Plans learning activities that match the ages, needs and cognitive development of the students. Demonstrates sensitivity to the diverse backgrounds and interests of students and therefore structures lessons and interactions accordingly. 	<ul style="list-style-type: none"> Deliberately selects varied and developmentally appropriate instructional strategies(including lecture, whole group, small group,) Differentiates activities and tasks based upon readiness, modality and interest to meet student needs. Prioritizes the curriculum to accommodate diverse learners. 	<ul style="list-style-type: none"> Provides/ constructs diverse means/ instruments to assess student progress and understanding. Skillfully interprets available information and coordinates classroom instruction as well as the services of a variety of service providers to meet unique learner needs.

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APPR	<i>Instructional Standards</i>	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Student Development	Power Standard 11: <i>Communicates high expectations and the belief that all can be successful.</i>	<ul style="list-style-type: none"> Creates a classroom climate that communicates positive expectations. Provides additional opportunities to demonstrate learning. Offers opportunities for extra assistance Works with parents/families to coordinate support for struggling learners. Consistently communicates the belief that all students can be successful. 	<ul style="list-style-type: none"> Utilizes classroom grading policies that communicate that what students have learned is more important than when they have learned it. Provides specific timely feedback to identify clear learning targets for improvement. Clearly communicates standards for high quality work; meets with student to discuss revision and resubmission of poor quality work. 	<ul style="list-style-type: none"> Establishes scaffolded learning targets that guide student performance to desired learning goals. Uses formative assessment to monitor and promote each students learning.

Sweet Home School District: Annual Professional Performance Review

Category Four: Teacher Professionalism

Year/Cycle:

Big Ideas

- Although we are alone with students, you can best build your knowledge and skills by working with others.
- Parents are best engaged before a problem occurs rather than after.
- The most effective teachers consistently seek to narrow the gap between best practice and their own practice.
- Family members and care givers are partners in the educational process.
- Being a teacher means being a learner.

APPR Category	Professional Standards	Level A	Level B (All Indicators of Level A plus....)	Level C (All Indicators of Level B plus....)
Collaboration	Power Standard 12: Readily communicates timely information of student progress to parents.	<ul style="list-style-type: none"> Makes families aware of learning expectations, Standards and the grading system used to report student progress. Initiates and maintains positive and consistent contact with families. Provides feedback that is timely in order to improve achievement. Responds to parent concerns. Provides information on both positive and negative aspects of student progress on a regular basis. Maintains a log of written and oral communication with parents. 	<ul style="list-style-type: none"> Provides frequent information regarding the instructional program. Participates in school/family activities where appropriate. Is proactive in identifying and engaging parents around individual student issues 	<ul style="list-style-type: none"> Provides workshops and information sessions for families on topics related to school/ education. Provides mentoring and support for newer staff in resolving parent/ family issues.
	Power Standard 13: Is a productive member of a collaborative team that analyzes achievement data and work, seeks instructional resources and creates plans for continuous improvement.	<ul style="list-style-type: none"> Is an active participant in course/grade level PLC/ CDEP team meetings. Knows team goal, leverage points and strategy. Assists colleagues as needed. Engages in professional conversations about learning. Seeks assistance of colleagues knowledgeable in specific subject or areas. Collaborates to identify and teach common curriculum. Participates in development, administration and analysis of data from common summative assessments. 	<ul style="list-style-type: none"> Participates in collaborative design, delivery and reflection on common lessons. Collaboratively scores and analyzes student work to identify areas of collective and individual growth. Supports peers in skill development. Participates in school/ district teams as appropriate. Shares ideas, materials and methods with colleagues. Makes curricular and instructional decisions based on the analysis of data. 	<ul style="list-style-type: none"> Assumes leadership roles on committees, teams and projects. Participates in peer observations. Engages in action research with colleagues to implement and test effectiveness of improvement strategies.
Reflective and Responsive Practice	Power Standard 14: Constantly examines educational literature to adapt, develop and refine his or her practice.	<ul style="list-style-type: none"> Reads professional materials when presented. Participates in professional learning opportunities. 	<ul style="list-style-type: none"> Enrolls in courses and workshops to stay current. Shares and seeks out educational literature and research to meet individual professional growth needs. Applies new ideas to classroom implementation, examines resulting student work and reflects upon the process. Shares learning and insights when appropriate. Is able to accurately identify areas for personal growth and design self-improvement strategies. 	<ul style="list-style-type: none"> Is a member of professional organizations. Seeks opportunities to assist others in their professional development beyond normal team/ grade level colleagues.